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ABSTRACT

The 3-section manual gives educators and community people information about establishing and conducting a preschool program that promotes the intellectual and cultural growth of Indian children. Section I discusses five aspects of establishing a preschool: purchasing equipment and designing a room layout; setting learning goals and objectives and developing lesson plans to teach each competency; recruiting and enrolling students; orienting parents; and providing transportation. Section II explains how to conduct the program including: organizing classroom instruction; selecting and developing Native American learning materials; evaluating student changes; keeping program records; and sponsoring special events for preschool children and their families. Section III explains how to identify and use community services and resources for young children and how to conduct health-related activities. Suggestions and examples from the Daybreak Star Preschool, metropolitan Seattle's only early childhood education program designed for Indian children, illustrate the information in all three sections. The manual has three appendices: an annotated listing of books available from Daybreak Star Press; a listing of learning materials for young children, noting author, publisher, and tribe for which the material is pertinent; and a set of sample administrative forms from the Daybreak school. (SB)

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ORGANIZING AND OPERATING AN INDIAN PRESCHOOL

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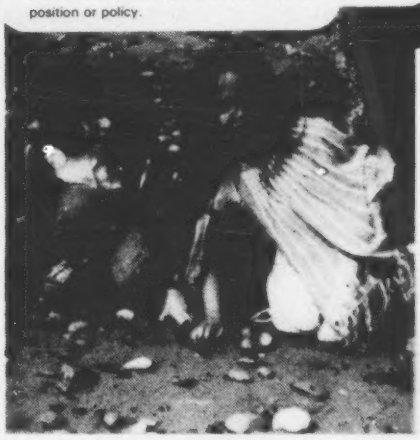

A "How-To" Manual

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ORGANIZING AND OPERATING AN INDIAN PRESCHOOL

A "How-To" Manual

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Forward

The purpose of this manual is to give educators and community people information about conducting a preschool program that promotes the intellectual and cultural growth of Indian children. The people who may find this manual most useful are those looking for ideas and suggestions about how to proceed and, once the program is underway, how to fine-tune various elements to best meet the learning needs of the children enrolled.

The manual is organized into three sections, each addressing some aspects of getting started and actually running a preschool classroom. If you are in the beginning stages of program planning, we suggest you start with Section I of the manual. If you are past the "nuts and bolts" of planning and setting the program in motion, you may find the information contained in Sections II and III most helpful.

We have used the Daybreak Star Preschool as the model for the manual, and have systematically drawn on our own experiences in the examples used. We hope the ideas we offer will assist educators serving Indian communities elsewhere.

Overview of the Preschool Program

The Daybreak Star Preschool has been in operation since the fall of 1976, and is the only early childhood education program in metropolitan Seattle designed to serve Indian children. Our classroom-centered program, now located on a 22-acre site within Discovery Park, has two primary goals. The first is to provide quality learning experiences for four-year olds, giving them opportunities to exercise emerging abilities that are critical to later school learning. The second, and equally important goal, is to positively influence each child's sense of a cultural and tribal identity. Traditional knowledge is conveyed through the use of culturally-based curriculum materials and activities, and through interaction with a Native American teaching staff.

These goals are consistent with some basic assumptions held by educators about the importance of early schooling. First,

children learn best when teaching occurs in a culturally relevant setting. Preacademic programs should provide materials that allow children to identify with and see themselves reflected in the learning content. Second, early childhood education can do much to help children develop readiness skills, the foundation for more complex cognitive abilities. This early preparation appears to have lasting, positive effects as the student progresses through the educational system. Third, because families influence how a child will regard formal learning, ways for parents to actively support and enrich the preschool experience need to be built into the program.

Since the Daybreak Star Preschool serves an urban Indian population, enrolled students represent many different tribal backgrounds. With this in mind, the preschool teachers design activities that are general enough to have relevance to all youngsters, while they also incorporate tribally-focussed materials. Whether the community you serve is culturally diverse or a reservation population, each preschool program will be unique in some ways just as it will have things in common with other programs. In every case, the curriculum and activities must be thoughtfully selected to provide an educational climate where children feel free to learn, discover, and explore.

In the pages that follow, suggestions for setting up the classroom and organizing the preschool day are presented. These ideas can serve as guidelines for planning and we encourage teachers to adapt whatever portions they believe will work well for their programs.

Sharon Pataçsil, Director
Daybreak Star Preschool Program

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SECTION 1: GETTING STARTED

Equipping a Classroom

For preschools that are just getting started, outfitting the classroom "from scratch" can be a task where ideas and suggestions from established programs are welcomed. The teacher needs to decide what equipment, supplies, and materials are required to carry out the instructional program and provide a comfortable environment for students. We have furnished a list of items, both one-time purchases and consumables, that can help you make these decisions.

It is noted that tables and chairs proportioned for children are definitely a priority. Child-sized furniture is most convenient for students and helps create a "responsive" atmosphere. If carpeting is not a feasible option for your program, consider investing in an area rug. We use a carpeted area as a place where children gather for large-group activities. Children's names are printed on cardboard and taped to the rug in a semi-circular pattern. Name tags contribute to a sense of orderliness, and give children frequent opportunity to practice name identification as they locate their places each day. Finally, a good selection of learning aides and toys that promote active use of the body, inspire creative play, and sharpen students' abilities to manipulate small objects should be included on the preschool shopping list.

The following items are divided into several categories, including permanent equipment and materials you will need to replenish from time to time. Along with being well-constructed and durable, the materials you purchase should be suitable for the age group being served and adaptable to a variety of classroom uses. If your budget only allows for the basics, we have listed

some items that can be considered optional, or can be purchased at a later date.

Preschool Equipment List

INDOOR EQUIPMENT

- Blocks--large enough to accomodate building projects which require cooperation among several children
- Blocks--small variety for individual building, including "legos" and bristle blocks
- Miniature family figures and community helpers (e.g., doctor, fireman, policeman, nurse)
- Play animals
- Vehicles, planes, cars, trucks in two sizes: one set to accomodate the play people and the other large enough for children to ride on

HOUSEKEEPING AREA

- Table and chairs
- Stove
- Refrigerator
- Play sink
- Play food
- Play utensils
- Assorted dolls, preferably ethnic
- Dress-up clothes and hats
- Doll beds and carriage
- Full length mirror
- Telephones
- Child-size rocking chair

CLASSROOM FURNITURE

- Enough tables and chairs for each member of the class, plus about ten more for extra seating
- Storage areas or cubbies for each child to store personal items (show and tell items and other valuables)
- Lockers or coat racks

MECHANICAL ITEMS

- Record player and record collection
- Tape recorder
- Camera (instant)

MANIPULATIVE MATERIALS

- Puzzles, wooden inlay type with 12 to 20 pieces
- Picture lotto games
- Number games
- Puppets
- Flannel board
- Various fine motor items: wooden beads, pegs & boards, lacing boards, parquetry blocks, and snap, button & tie boards

SCIENCE AREA

- Magnets
- Magnifying glass
- Balance scale
- Thermometer
- Seeds & soil
- Measuring cups and other devices

ART MATERIALS

- Pliable clay
- Paints: tempera, finger and water color
- Easels
- Paint drying rack
- Collage materials: tin foil, ribbons, shells, feathers, cotton, felt, etc.
- Paste and glue
- Glazed paper for painting
- Manilla paper
- Construction paper
- Scissors
- Colored chalk
- Crayons
- Magic markers
- Sponges and clean-up materials
- Tag board
- Colored pencils

MUSICAL

- Rhythm instruments
- Large drum and drum sticks

LIBRARY

- Assorted children's books, preferably hardback
- (See list of recommended books in the appendix)

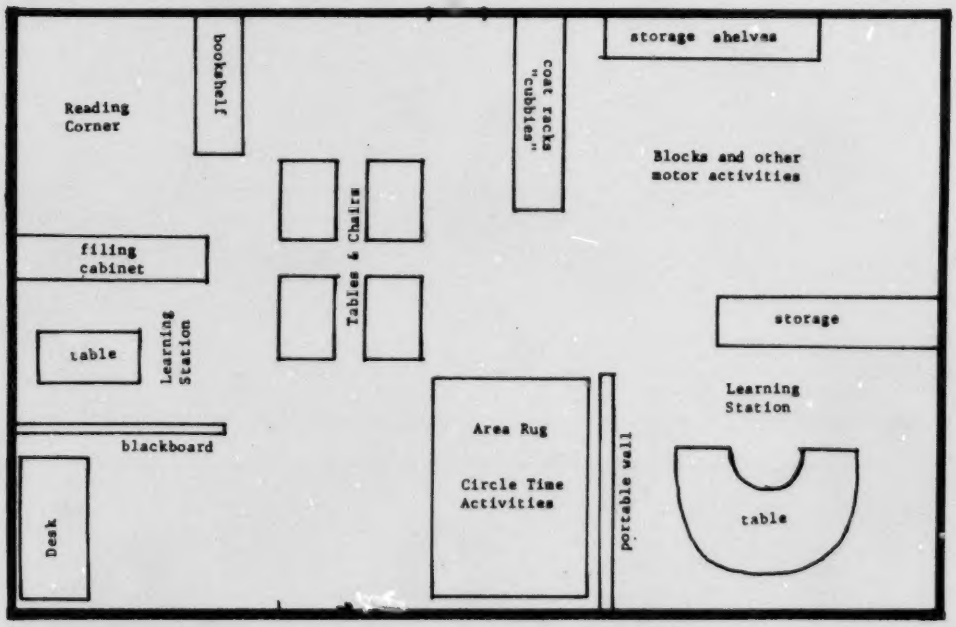
OPTIONAL ITEMS

- Sand and water table
- 16 mm projector and screen
- Overhead projector
- Head sets and listening station
- Indoor climbing equipment with mats
- Aquarium
- Classroom pets (gerbils, hamsters)
- Balance beam
- Tumbling mats
- Cots

Once you have your supplies, the next step is making the classroom attractive and inviting. Classroom arrangement helps the teacher supervise daily activities since students learn very quickly what behaviors are expected when they work and play in certain areas. Moreover, the classroom layout can effectively control "traffic jams" as students move from area to area during the school day.

Dividing the space into separate work, play, and interest areas is an especially good technique for focussing the attention of small groups of students who are involved in different projects. It is also a way of keeping supplies you use regularly within easy reach. Portable wall panels and blackboards are hady for constructing some well-defined areas, and to separate noisy activities from quiet ones. Files, storage cabinets, and bookshelves can effectively be incorporated into the design of the classroom space. Room dividers approximately three to four feet in height are best since they differentiate spatially while making it easy for the teacher to view and supervise the entire area. Here is an example of how a room might be arranged so that there are identified "niches" as well as multi-purpose areas.

Sample Classroom Layout



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Setting Learning Goals and Objectives

In line with the program's emphasis on teaching preacademic skills, there needs to be an overall plan guiding classroom instruction. Having a clear idea of the abilities you want students to develop will provide this structure and give direction to curriculum planning on a daily basis.

The first step is to determine what learning objectives your teaching program will include. Depending on what texts you may consult, you will find that learning objectives are variously categorized and different terminology is associated with these skill groupings. One standard practice is to group developmental activities into cognitive, motor, and affective learning. For preschool-age children, skills acquired in one "readiness" area overlap with other areas, so learning is not as compartmentalized at the structure may imply. What's important is to prepare children both mentally and physically for their school experiences. To do this, an instructional model should include a wide selection of activities that teach many readiness concepts. In addition, specifying an instructional model at the beginning helps teachers improve what they are doing in the classroom and provides a basis for assessing student growth (more about student assessment in Section II).

The next step is to identify competancies, or actual behaviors you want children to demonstrate, for each learning objective. The following outline exemplifies this process. The five areas we have presented are:

Reading Readiness
Math Readiness
Visual Discrimination
Motor Development
Cultural Awareness

Student Learning Objectives

SKILL AREA: READING READINESS

Student Learning Objective: The student will demonstrate reading readiness by being able to:

Observable Behaviors:
- Focus attention on a story for a minimum of fifteen minutes
- Listen to and correctly follow three verbal instructions in a given sequence
- Recall three important facts of a short story
- Name upper-case letters of the alphabet

SKILL AREA: MATH READINESS

Student Learning Objective: The student will demonstrate math readiness by being able to:

Observable Behaviors:
- Count 10 objects, using number names in order
- Match one-to-one the objects of two sets
- State which of two sets has fewer (or more) members

SKILL AREA: VISUAL DISCRIMINATION

Student Learning Objective: The student will demonstrate visual discrimination by being able to:

Observable Behaviors:
- Identify own printed name (upper-case letters)
- Correctly identify 10 colors: red, green, pink, brown, yellow, blue, white, black, gray, and orange
- Make size comparisons: big-little, long-short, long-longer
- Sort objects according to the quality of "sameness" (e.g., all green objects, all circles)

SKILL AREA: MOTOR DEVELOPMENT (LARGE MUSCLE)

Student Learning Objective: The student will demonstrate motor development by being able to:

Observable Behaviors:
- Stand on one foot for 5 seconds (both left and right feet alternately)
- Walk the length of a 6-foot balance board
- Complete a forward roll

SKILL AREA: CULTURAL AWARENESS

Student Learning Objective: The student will demonstrate recognition of and identification with Indian cultures and traditions by being able to:

Observable Behaviors:
- Name own tribe
- Identify 5 items or pictures representing own tribal traditions
- Dance the round dance
- Drum at least one song in time with a recording or an in-person singer

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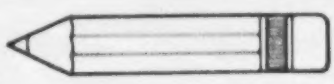
Notice that in each of these cases, the objective describes the instructional outcome, not a teaching procedure. When you have established the learning objectives and observable behaviors that indicate whether or not a student has mastered the skill, you are ready to develop lesson plans. We suggest you begin by designing an exercise for each of the outcomes specified. For example, a lesson plan on reading readiness might follow this or a similar format:

SAMPLE LESSON PLAN

READING READINESS

Readiness Task	WORD RECOGNITION
Student Learning Objective	The student is able to correctly name upper-case letters of the alphabet.
Directions for Conducting the Lesson	Using letter flash cards, the teacher will ask the student to name each letter. On the student's assessment form, make a check (✓) by each letter the student is able to identify correctly.
Mastery Requirement	The student can correctly name all upper-case letters of the alphabet.

As the school year goes along, you can keep adding lesson plans so you eventually end up with a set of exercises intended for teaching a particular readiness skill or several related skills. Also, if you keep examples of student worksheets, you have a reference point from which to determine how a students's performance has improved over time.



Recruiting and Enrolling Students

The size of your community may influence how you go about attracting students to your program. In small communities or on reservations, letting the news spread by word-of-mouth may be enough. In a city or metropolitan area, you may need to consider a number of recruiting strategies.

As you begin to advertise your preschool program and registration procedures, you might start with a targeted approach. One method is posting flyers or program announcements in the lobbies of social service agencies and in several neighborhood housing projects or community centers. As a convenience to people who are interested in finding out more about the program, we suggest having posters with tear-off sheets showing the name of your contact person and a telephone number. Make it a point to let other preschools and Headstart programs know of your existence. Once you have established these contacts, they may be willing to make referrals to your program.

If you want to advertise widely, using the media is a sure way of extending the number of people you can reach. Many radio and television stations will make public service announcements at no cost. Running an ad in a tribal publication or local newspaper is another fairly inexpensive way to let people know about your preschool classroom.

As part of the enrollment procedure, it is helpful to establish some criteria for eligibility. Generally, the Daybreak Star Preschool has enrolled eligible students on a first-come, first-served basis, with preference given to children whose family circumstances may warrent special consideration beyond tribal member ship and age. Moreover, if you end up with more applications than you have space, you will need some guidelines for screening applicants. We have used the following criteria to assist in determining a child's eligibility for enrolling in the Daybreak Star Preschool.

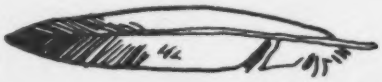
To simplify the registration procedure, an application packet

Criteria	Rationale
The child is recognized as Indian according to definitions supplied by the Office of Indian Education.	This criterion reflects the fact that the Daybreak Star Preschool, funded under Title IV-Part B of the Indian Education Act, is mandated to improve educational services for Indian children.
The child must be four years old prior to September 1.	The age deadline coincides with the date established by the Superintendent of Public Instruction for enrollment in kindergarten at age five. We felt keeping to this schedule would assist children's transition from preschool to kindergarten, thereby avoiding any lapse in their educational progress.
The child's family is low income.	Most preschool programs in the Seattle area are privately run and charge student tuition. Since the costs of the DBS Preschool are absorbed by the program, we give preference to families that are unable to afford the costs associated with enrolling students in other programs.
The child's parents (or guardians) agree to volunteer their time as a classroom aide at least one day each month.	This is to insure that parents are willing to be supportive of the learning program and will be actively involved in the child's school experiences.
The child is living in a foster home.	Enrollment preference is also given to Indian children living with non-Indian foster parents, since their involvement in the preschool program may represent the only regular contact they have with other Native children and adults.
The child is living in a single parent family.	The preschool program extends community support to single parents through the services provided and helps to establish linkages with other social service agencies.
The child resides in the Seattle area.	Given that transportation is provided by the preschool program, the child needs to live within a reasonable distance of the bus route established by the program at the beginning of the school year.

Orienting and Keeping Parents Involved

Since children's learning is enhanced when parents are brought into the preschool experience, it's a good idea to get them involved at the outset. For example, bringing all of the parents together at a preschool orientation meeting before the first week of class provides an opportunity to discuss in some detail the program's learning objectives, instructional methods, student assessment, classroom discipline, program policies, and the daily routine. An orientation meeting offers the chance for parents to become acquainted with one another and to share with staff any suggestions they may have for special events, field trips, fund-raisers, or other preschool activities.

An orientation meeting is also an appropriate time to explain what part parents play in making the learning program a rewarding experience for their youngsters. There are various ways to promote participation over the course of the school year. Here are some suggestions.



- Parents need to have a voice in the decisions that shape the education of their children. Their ideas about what students should be learning can be elicted by having parents fill out a questionnaire prior to the first day of school. At the orientation meeting, their answers and comments can be used to initiate some discussions about the preschool instructional program.

- Schedule parents to contribute some time each month working as a classroom aide. Helping in the classroom gives parents first-hand experience with the instructional program and a chance to observe their own youngsters at work and play. In the case of single parent families, some flexibility may be required to accomodate the parent's employment obligations. Providing employers with a letter explaining the volunteer component of the preschool program has worked well for our staff.

- Parent-teacher conferences are important for exchanging information about the child's progress and for developing a "partnership" to work in the best interests of young learners. Reviewing a child's learning strengths and weaknesses or discussing any health or behavioral concerns are topics best handled in this conference setting.

- Providing children with a weekly learning exercise to be completed at home gives parents a firmer understanding of the processes and content of student learning. In addition, sending completed school work home on a regular basis lets students share their accomplishments and, at the same time, keeps parents informed about what children are learning.

- Parents or other family members can serve as classroom resource people who share a knowledge about tribal culture or lead a particular activity. Some examples might be teaching a song, organizing a cooking lesson, telling a legend, or demonstrating a tribal art form.

- Conducting workshops on specific topics of interest to parents serves two purposes. First, parents are provided information that may assist their understanding of children's developmental changes, and give them information about community resources for young people. Second, workshops provide a forum for discussing various child-related issues and concerns. Specialists from your community might be invited to serve as workshop leaders.

- Encouraging parents to volunteer as chaperones for field trips or helping to organize birthday or holiday parties are other ways they can contribute to the preschool experience.

- Organizing some special events during the school year is a particularly enjoyable way to bring together students, their parents, other family members, and people from the Indian community.

Preschool programs that are just getting started should not underestimate the importance of parent involvement. Our experience indicates that parents who participate in classroom activities are also those most likely to see themselves as the child's "first teacher." These parents also make greater efforts to bring students to special events, attend preschool-sponsored meetings and workshops, encourage children to practice at home what they are learning in school, and support school attendance once their children enter the grades.

It is often helpful to give parents written materials to refer to during the school year. Developing a Parent Handbook and distributing it at the orientation meeting is a handy way of providing an overview of the year's activities, school policies,

disciplinary procedures, parents' program responsibilities, and "reminders" of various kinds. Sample items from a handbook developed by the Daybreak Star Preschool suggest a possible format and content that can be adapted to your program.

SAMPLE CONTENTS OF A PARENT HANDBOOK

ITEM . . .	SHOULD INCLUDE . . .
Staff Directory	Names and telephone numbers where preschool staff can be reached during school hours, and home numbers were they can be contacted in the evening.
Transportation Schedule and Policies	Guidelines established by the program to insure safe and reliable transportation for preschool students.
Program Learning Goals and Objectives	An outline of the instructional objectives and a brief description of the kinds of skills children will be learning.
Daily Schedule	A schedule showing how the school day is organized and what children are likely to be doing during different periods of instruction.
Rules for Behavior	Behaviors expected from preschool students in the classroom and on the playground to insure their safety and their contribution to keeping the daily routine running smoothly.
Disciplinary Actions	Actions taken by teachers and parents if, at any time, children's behavior poses a threat to their own safety or that of others.
School-Year Schedule	Dates the program will not be in session due to holidays and vacation time. This schedule could also list the dates for special events, parent workshops, or other activities throughout the school year.
Resource Directory	A listing of the names, addresses, and telephone numbers of health service agencies, day care referral services, and community resources that sponsor programs for young children.
Childhood Immunization Checklist	A chart showing the kinds of innoculations needed by children for school enrollment and the ages at which these innoculations are given.

Providing Transportation

Since the Daybreak Star Preschool gives enrollment priority to children who are less likely to attend if parents are required to provide their own transportation, the program has assumed the responsibility of getting students to and from class daily. If you arrange for parents to bring their own youngsters, you will not be obliged to plan a transportation component. For those programs that intend to include house-to-house pickup and return, here are some items to consider as you devise your transportation policies. Writing these policies down and providing each parent with a copy insures that parents will have a clearer understanding of their responsibilities to the program.

SAMPLE ITEMS FROM THE TRANSPORTATION POLICY

After the driver's route has been established, parents will be given a schedule indicating the times students will be picked up and returned home. If students' arrival home will be delayed for any reason, parents will be notified as soon as possible.

The child will not be allowed to leave the preschool with any person who has not been previously authorized by the parent(s).

Parents must arrange in advance any temporary change in the established bus route. Students will be dropped off at an alternate location if the following conditions are met:

a. The alternate delivery point is within a reasonable distance of the usual stop or along the driver's regular route.

b. A note from home is sent with the student or the parent telephones the school no later than 11:00 a.m. to arrange an alternate drop-off location.

When the student arrives, the parent (or other adult) will signal the bus driver to assure that someone is home to receive the child.

If no one is home when the bus arrives:

a. An attempt will be made to find a responsible adult to care for the child until the parent's return. The

driver will leave a note advising the parent of the child's location.

b. If no responsible adult is available, the child will be returned to the preschool. Parents will be expected to come to the building to pick up the child.

c. In the event the parent can not be readily located, or makes no attempt to contact the school, the teacher will refer the child to an appropriate social service agency.

Transportation will be discontinued for any student whose parent(s) repeatedly fail to notify the school when the child will be absent or fail to abide by other transportation policies.

Conducting a preschool program and providing transportation to and from the classroom each day will necessitate insurance coverage. This includes vehicle insurance covering drivers and their student passengers, and a policy that specifically handles accidental injuries sustained while children are participating in classroom and playground activities.

There is also a "special risk" policy covering accidents associated with field trip activities. The special risk policy provides insurance for group outings where travel is the main activity or where students stay away from home overnight. The cost of this coverage can be assessed on a per trip basis (usually a nominal amount for each member of the group), or for a specified time period, say six months. We suggest you do some comparative pricing as you begin to discuss policy provisions with insurance providers in your community.

SECTION 2: CONDUCTING THE LEARNING PROGRAM

Organizing Classroom Instruction

Classroom practices and the structure of the school day have important influences on learning. Establishing a classroom schedule and following the same routine each day helps children understand what they will be doing and what behaviors are expected. Knowing what to expect can relieve a child's anxiety and is especially reassuring to those who may be away from home for the first time. When students are guided by consistent ground rules for their behavior, the program has greater success in promoting a child's self-regard, increasing cooperativeness, and minimizing disruptive behaviors.

Setting the proper tone for learning also means promoting social skills, which is as much a part of early education as academic readiness. Sharing, treating one another kindly, taking responsibility, listening, and speaking in turn are the kinds of personal behaviors the preschool program strives to affirm.

Since children of preschool age are developing mental and physical abilities at different rates, the instructional program should take into account their individual differences and be responsive to learning styles. Alternating periods of structured activity with independent activity or "free play" is one way to vary the method and the setting in which learning occurs. Small and large-group activities also are effective for modifying the types of interactions that take place among students and between the student and the teacher.

Because many preschools operate a half-day program, we have provided a sample schedule showing how classroom time might be structured. You may need to consider several options before deciding which one can best meet the objectives you have set and

the learning needs of your students.

SAMPLE DAILY SCHEDULE

9:00--9:30	Children's arrival. Independent learning activities where students select what they want to do.
9:30--10:00	Circle time. Students gather as a group for attendance, show and tell, stories, songs.
	Break time. Children move to their learning stations or leave class to use the restroom.
10:00--11:00	Small-group activities. Students rotate to three different learning stations, focussing on readiness skills or projects.
11:00--11:30	Option of outdoor play (weather permitting) or large-group activity inside.
	Break time. Bathroom and hand-washing in preparation for lunch.
11:30--12:00	Sack lunches prepared at home, juice or milk supplied by the preschool. Children involved in clean-up activities and quiet play until all have finished.
12:00--12:15	Bathroom and teeth-brushing, using supplies stored in each student's "cubbie."
12:15--12:30	Ready for home.

Independent activities are those students can select on their own, either to work at alone or in the company of a few others. The teacher can foster independent learning by making a variety of materials available. A collection of puzzles, books, building blocks, and creative toys are examples of the materials children find difficult to resist and which can lead them into using and developing numerous skills. It is important to keep these materials in designated areas and accessible to students without assistance from an adult. A good time to schedule free play is when youngsters first arrive and before the school day gets into full swing.

As with other planned activities, the rules of conduct associated with free play teach children important personal and social skills. For instance, they begin to have a better under-

standing of their responsibility in following safety precautions, handling books and toys in a careful manner, and returning learning materials to their proper places once the period for free play has ended. Also, as children are required to share equipment, take turns, and express their ideas, they can learn a good deal about getting along with others.

Large-group activities have an important place in the preschool routine. Some of the more obvious reasons for bringing children together as a single group include watching films, listening to stories or guest speakers, group games, and various "sharing" activities. Contact with peers in a group setting is uniquely related to developing social skills. For instance, children learning to express themselves are encouraged by program activities aimed at letting them talk while others listen. A certain number of students each day can have the chance to "Show and Tell", sharing something they have brought from home or telling about something they like to do. Also, recognizing and rewarding one child's participation becomes positive reinforcement for others in the group. If some children are reluctant to join in, the activity can be modified so eventually they all feel comfortable with being a focus of attention. Allowing students to practice communication skills in small-group sessions can help give them the confidence they need for the wider audience.

Small-group activities are especially well suited to teaching readiness skills. Students learn more when teachers are sensitive to specific strengths and weaknesses and plan tasks appropriate to individual readiness levels. In a small-group setting, the teacher is able to monitor how well each student is doing and give immediate and frequent feedback. Peer modeling, or children learning from one another, is also a desirable interaction in small groups.

At the Daybreak Star Preschool, children take their places at one of three separate learning stations where they concentrate on specific skill-building exercises. Approximately every 20 minutes, students rotate to the next station until they have completed the cycle. In this way, all children take part in the

Selecting and Developing Native American Learning Materials

Cultural heritage is linked to the basic values and attitudes that guide a child's growth and development. The relationships and living experiences it provides are important to how children view themselves and their places in society. For educational programs to ignore this cultural fabric of life becomes a significant loss for all children, and especially children belonging to populations that are committed to maintaining their traditions.

Although many learning materials available for preschool-age children are intellectually stimulating and developmentally appropriate, they still may not be relevent to the cultural backgrounds of Indian students. It is important for teachers of Indian children to be sensitive to cultural similarities and differences, to know something about the children's traditions, and to select learning materials that dignify and preserve a sense of tribal identity and cultural uniqueness.

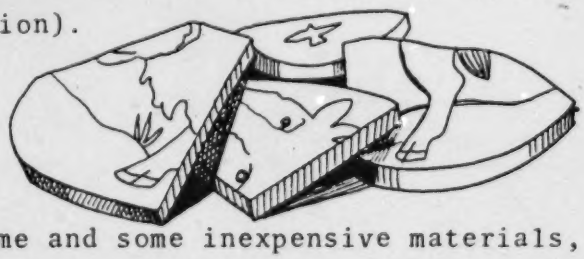
Before using materials in the classroom, teachers should evaluate books, films, and other learning aides about Native Americans to make sure characterizations are believable and the information accurate. Some of the typical problems teachers need to watch for are whether the materials:

- help children be proud of their Indian heritage
- show both men and women in the Indian community as worthy role models
- express Indian values
- give Indian and non-Indian children a realistic image of Indian people
- depict Indian ways of life in an accurate way
- show non-stereotyped characterizations of Indians
- avoid any suggestions that Indian language relies on hows, ughs, and words ending in um
- avoid using words in offensive ways, e.g., savage, squaw, buck, redskin

- show contemporary children dressed in conventional clothings, not just in buckskins or wearing headbands
- avoid mixing together cultural traits, such as showing teepees as housing styles of tribes from the Northwest Coast
- avoid using desciptions of children's behavior such as "he's acting like a wild Indian"

Preschool children may find it difficult to reconcile the images they see on television or in the movies with their own knowledge of family and friends. In this regard, countering the negative effects of stereotyping is one important reason learning materials need a careful appraisal before they are used in the classroom. Another reason is to strengthen positive images. Integrating information at all points in the curriculum contributes to a supportive school climate and helps balance out a common protrayal of Indians as having existed in the past but not living in the present. Enhancing the child's sense of self-worth is the ultimate goal of a culturally-based curriculum.

Since Native American learning resources for preschool students are somewhat limited, and much of what has been developed in classrooms around the country may not be widely available, preschool programs will need to come up with their own lessons and worksheets for teaching readiness skills. One of the simplest strategies is modifying the content of existing materials. For example, instead of having children practice counting skills using pictures of balloons, substitute some feature of Indian culture, such as baskets. Worksheets for matching, recognizing, classifying, comparing lengths of objects, and many other lessons can follow this "substitution" principle (sample exercises appear in this section).

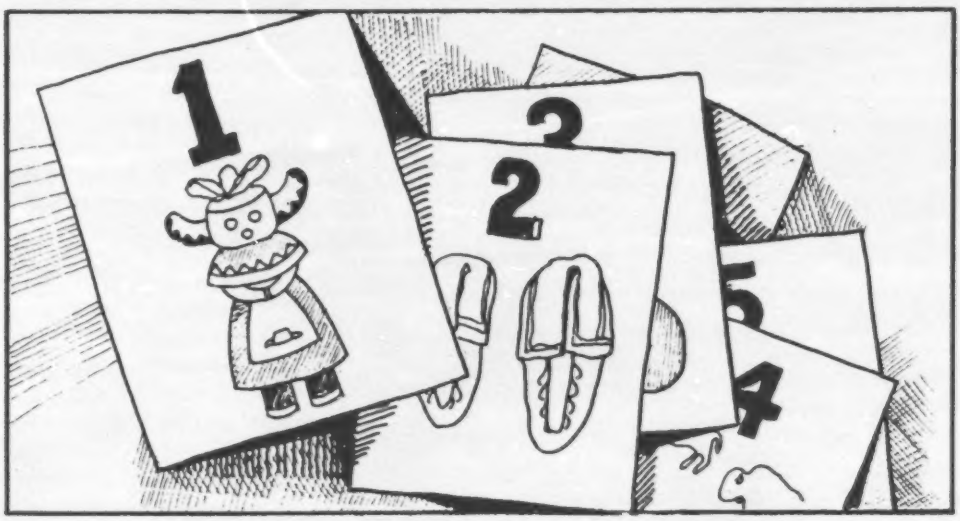


Given the time and some inexpensive materials, teachers can make their own resource materials. At the Daybreak Star Preschool, we have made a series of puzzles using our own drawings and illustrations from Native American calendars. We also put

together a number of "Heritage Boxes" which contain objects associated with different cultural regions of the country. For example, the Northwest Coast Heritage Box holds a small button blanket, cedar basket, a carved totem pole, and several other items relating to tribes in Washington State and along the coast of Canada. Lessons are built around these objects and students have opportunities to handle the contents as they are passed around the group. If you are not likely to collect actual examples of cultural materials, you can make scale models or include pictures of what you want to represent. Also, drawing characters of figures to use on flannel boards is a good way to illustrate Indian legends as they are read or told to the class.

Remember, too, that the classroom itself is a learning "tool". Bulletin boards and portable walls can be put to good use as display areas for Native American art forms and other materials.

On the next few pages there are samples of worksheet exercises that exemplify the use of Native American content. In the appendices, we have provided a bibliography of learning materials that are available from the Daybreak Star Press, other education programs, and commerical publishers. Although this list is not exhaustive, it does include written materials that are of high quality and appropriate for young learners.



CIRCULAR WOODEN PUZZLE

The buffalo was used for the design on this circular puzzle. The Buffalo was a cultural mainstay for the Plains tribes just as salmon constitutes an important resource for the Northwest Coast tribes. This puzzle is in the shape of a circle for a significant reason. The Plains tribes, like many other American Indian tribes, believe that the power of the world always works in circles and as long as the hoop remains unbroken the people flourish.

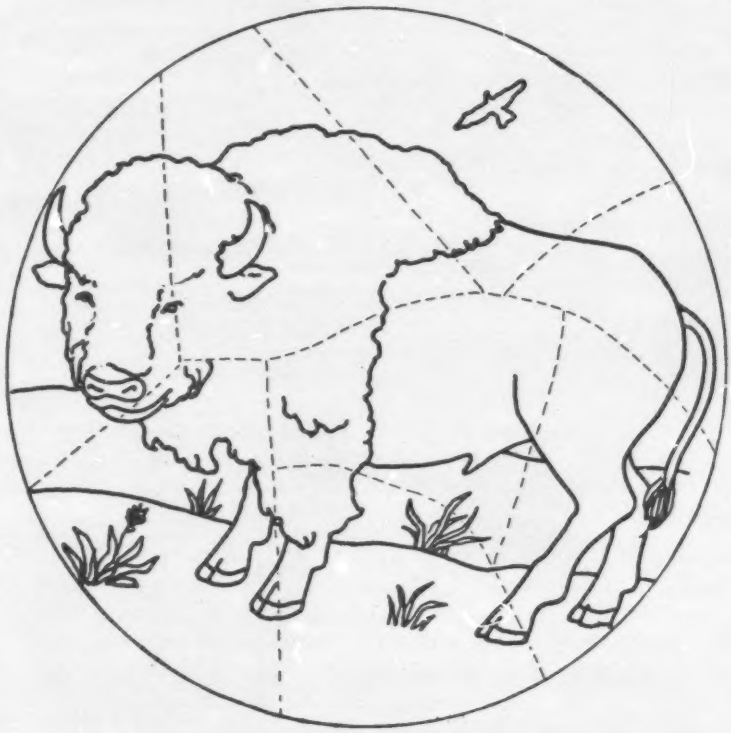
To make this eight-piece puzzle, a large scrap of plywood is used. The puzzle pieces are cut before the Buffalo design is painted on the wood. An Opaque Projector or other graphic copy machine makes enlarging the design much easier.

MATERIALS NEEDED:

Scrap of plywood (enough to make a 14" circle)
Non-Toxic Acrylic paints
brown, white
black, green
Sandpaper
Opaque Projecor or other graphic machine
Varath e (protective plastic coating)

PROCEDURE:

1. Cut plywood piece into 14" circle.
2. Cut into an eight-piece puzzle. (Dotted lines suggest how to complete this step.)
3. Sand edges smooth.
4. Put puzzle together and tape so design can be drawn.
5. Enlarge Buffalo design onto a larger sheet of paper by using either an Opaque Projector or other graphic copy machine. (Keep in mind it has to fit the 14" circle.)
6. Place the enlarged drawing over the plywood puzzle. Trace Buffalo with a hard point to make an impression on the soft plywood.
7. With pencil sketch in impression.
8. Paint design. Allow time to dry overnight.
9. Remove tape and separate pieces. Spray with Varathane.



COASTAL LONGHOUSE

Directions for Longhouse

1. Cut out roof and house sides (with tabs)
2. Cut out smoke hole in roof
3. Paste or tape tab "A" to back of house, tab "B" to house front
4. Paste or tape roof tabs "C" to roof

ROOF

SMOKE HOLE

26

HOUSE SIDE

B

C

C

A

HOUSE SIDE

29

29A

LACING CARD KITS

If a majority of the children in the preschool come from a single tribe, a set of cards could be made using illustrations from that particular tribe. For further reference, cultural information can be recorded at the bottom of each card as illustrated.

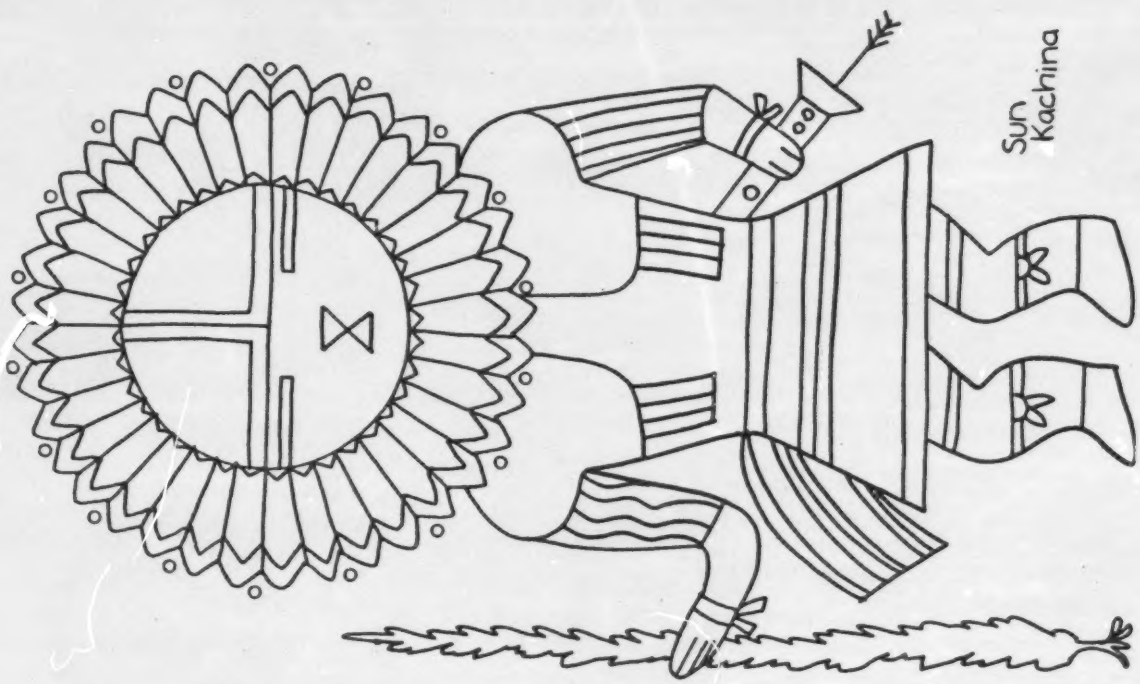
Besides providing an opportunity to develop fine muscle coordination, these lacing card kits assist in the teaching of shapes and colors. The colors of plastic lacing have been coordinated to match the colors on the lacing cards. Where there are obvious shapes such as squares, diamonds, rectangles, etc., holes have been punched so that the children can lace along these shapes. Another suggestion is that numbers or letters might be added beside the holes so that these concepts can be reinforced as the child laces through the card.

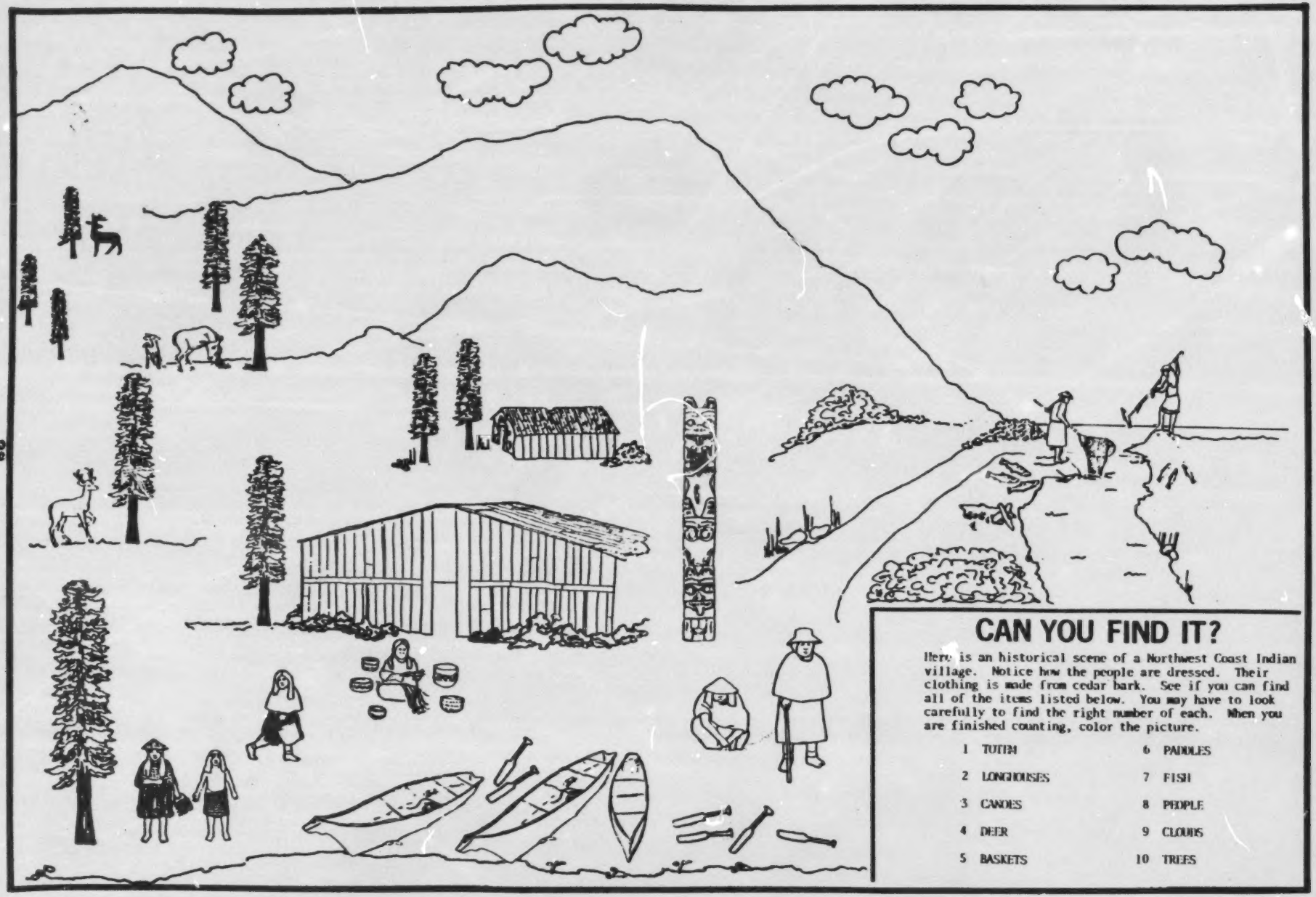
MATERIALS NEEDED:

Bristol Board (four sheets 11" x 7")
Indelible felt pens (colors listed above)
Clear contact paper, or laminator and laminating film (if available)
*Plastic lacing (various colors to correspond with colors on lacing cards)
Opaque Projector
Leather Punch
Rubber cement (optional)

PROCEDURE:

1. Using the Opaque Projector, copy one of the designs on a sheet of bristol board; or cut out page and mount onto bristol board with rubber cement.
2. Color design with indelible felt pens.
3. Laminate or adhere contact paper to both sides.
4. Using leather punch, punch holes for lacing (approximately 1" apart). Each design shows where holes might be punched.
5. Put appropriate lacing strips with each card. Place in a large manila envelope to keep cards and strips together.



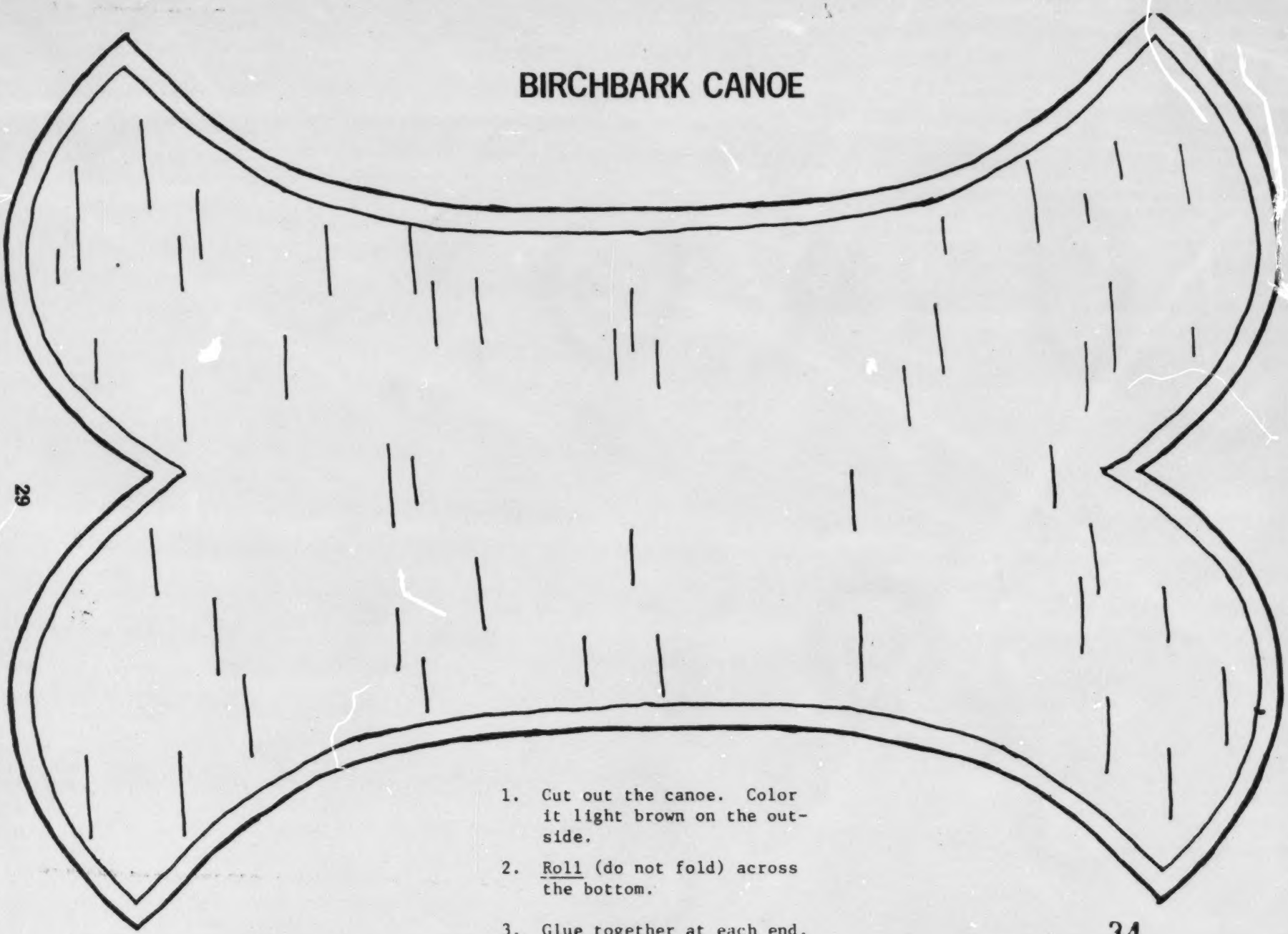


CAN YOU FIND IT?

Here is an historical scene of a Northwest Coast Indian village. Notice how the people are dressed. Their clothing is made from cedar bark. See if you can find all of the items listed below. You may have to look carefully to find the right number of each. When you are finished counting, color the picture.

1 TOTEM	6 PADDLES
2 LONGHOUSES	7 FISH
3 CANOES	8 PEOPLE
4 DEER	9 CLOUDS
5 BASKETS	10 TREES

BIRCHBARK CANOE



1. Cut out the canoe. Color it light brown on the outside.
2. Roll (do not fold) across the bottom.
3. Glue together at each end.

LOTTO GAMES

The illustrations used on these two sets of matching games come from art forms of Native American people which have been passed on for generations. The first matching set of boards and cards has animal designs. These designs are painted on the insides of the black and white pottery of the Mimbres Tribe of the Southwest region.

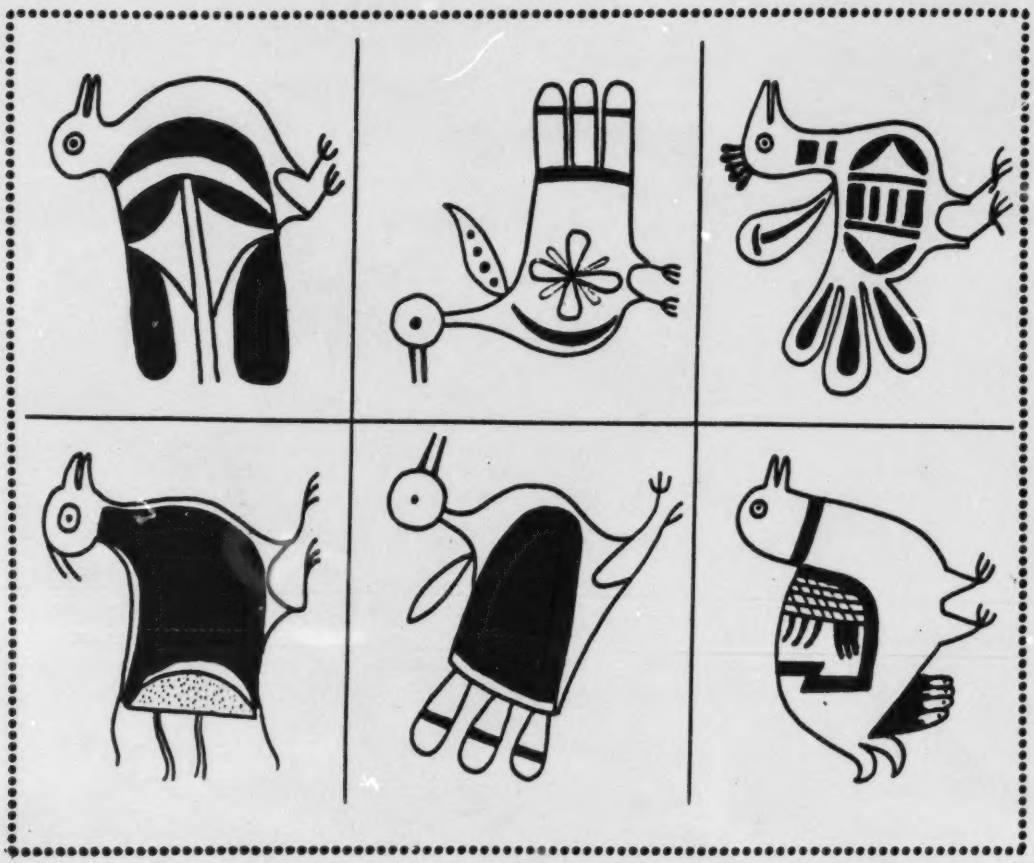
The lotto games are made for four children to play. These matching games can be constructed out of illustration board for the master cards and a lighter weight paper product, such as tagboard or bristol board, for the matching covering cards.

MATERIALS NEEDED:

Bristol Board or Tagboard (8 sheets 10" x 14")
Illustration Board (4 sheets 10" x 14")
Felt pens – black and shades of brown
Clear contact paper or laminator and laminating film
Opaque projector
Exacto-knife or scissors

PROCEDURE:

1. Cut illustration board into four 10" x 14" sheets.
2. Copy animal designs or baskets on illustration board. (This step to be repeated four times with six pictures per board. Each board must be different.)
3. Using Opaque Projector, copy pictures onto the tagboard or bristol board four pictures of each one of the animal designs and baskets.
    a. Color with felt pens.
    b. Cover with clear contact paper or laminate.
    c. Cut into six equal size cards.
4. Cover with clear contact paper and laminate.



Evaluating Student Changes

Evaluation is an essential part of educational programs. Evaluation can be formal, as in grading systems or national testting programs, or it can be informal and seldom planned in terms of specific procedures and outcomes. Informal evaluations are entirely appropriate for many preschool programs. Other preschools may need to conduct systematic evaluations to satisfy requirements established by funding agencies. In either case, planned evaluations can be helpful to teachers who want to know how a student is performing or whether the learning program might be modified in some ways to better serve students. The reasons teachers initiate evaluation activities may include the following:

1. Documenting what you want students to learn.
2. Identifying students' performance levels in relation to a set of preacademic skills.
3. Using student assessment information to help plan the learning program.
4. Recording student changes that take place at different times during the school year.
5. Comparing students' fall and spring test scores to determine what overall gains have been made.
6. Getting information about students' attitudes and interests.

A well-thought-out plan will keep your procedure for collecting evaluation information from lurching along in haphazard ways. Planning ahead also will help you map out of course of action, and then assist you in deciding if the program is operating the way you intended. On the next few pages, each of the six evaluation activities is briefly described.

Documenting what you want students to learn requires that teachers decide what performance standards will be used. One type of performance standard represents a minimum level of proficiency hoped for from a student. Standard-setting is based on experience and we can estimate how well a preschool child should be able to perform a given task in terms of how well others have

performed the same or similar task. Earlier in Section I, we listed sample learning objectives and the kinds of behaviors we expect from students as demonstration of their readiness skills. As you formulate learning objectives for your program, be sure to make the performance levels measureable so you know when they have been achieved.

Identifying how well a child performs on a set of exercises gives you a starting point for working with children on "skill-specific" or readiness tasks. This is a first step in individualizing instruction, a teaching method that takes in account children's different rates of development. For instance, if you know from your evaluation results that one or more students are having trouble with small-motor skills, you may decide to give them additional opportunities to practice using scissors, stringing beads, coloring, or other related experiences. Weekly take-home lessons children can do with the help of their parents might be another part of the student's individual learning plan.

Using student assessment information gives an overall shape to your learning program and helps teachers plan activities on a daily or weekly basis. Since you all ready have a set of objectives reflecting the ability levels for this group, finding our how children in your program actually perform provides input for deciding what developmental skills need to be practiced or, perhaps, how the learning program could be modified to better suit students who demonstrate accelerated development in some skill areas.

Recording changes in students as the school year goes along can be carried out on a periodic but continuous basis. A checklist can help you systematically assess student progress. Because a preschooler's skills are developing fairly rapidly, and because some characteristics will change faster than others, a checklist form should assist you in keeping track of where the student started and how the student is currently functioning in each skill area listed. When you use this evaluation technique, the child's own performance becomes the measure of learning and improvement--not that of other students. In other words, stu-

dents are not competing with one another and there is no attempt to compare or "grade" one child's performance in terms of a class average. Also, reviewing checklist updates is a good way to share assessment results as you talk with parents. By the time school has ended you will have a record of each student's accomplishments and a way to summarize what skills have been mastered. A simple, but practical checklist is shown on the next page. Since this is only a sample, there will be other readiness skills you will want to add. The important thing is to make sure the form reflects the learning objectives you have outlined for your program.

Comparing students' performance levels at the beginning of the school year with their performances at the end of the year is designed to give you information about how well your learning program promotes student achievement. It requires you to specify the standard you are using for comparison. It is important to point out that these kinds of evaluation plans are usually intended to: 1) focus on groups rather than individual students, and 2) to seek information about how the program is working for a group of students.

Students are pretested when they enter the program and posttested at the end of the school year. The same instrument (or a parallel test) is used in both test administrations to be confident you are measuring changes in the original set of skills. If possible, it's a good idea to have one person administer both the pre-and posttests to keep the scoring consistent from student to student.

At still another level of evaluation, the standard you choose may be a national norm to answer the question: How does the performance of children in the preschool program compare to that of other preschool children in the United States? A standard achievement test is used in this kind of evaluation procedure. Use of standardized tests usually requires that a staff person receive special training to administer the test.

There are a number of resources teachers can consult for information regarding ability testing or attitude scaling. Here

SKILL ASSESSMENT/STUDENT CHECKLIST

Student Name_____

DEVELOPMENTAL SKILL AREA	TASKS	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
CULTURAL KNOWLEDGE	Names own tribe									
	Identifies 3 items or pictures representing own tribe									
MATH READINESS	Counts 10 objects									
	Matches the objects of two sets									
READING READINESS	Can focus attention for ten minutes									
	Listens to and correctly follows three verbal instructions									
VISUAL DISCRIMINATION	Identifies 10 colors									
	Assembles a 10-piece puzzle									
	Understands spatial relationships									
MOTOR DEVELOPMENT	Stands on one foot without aid									
	Jumps in place with two feet together									
	Snaps, buttons, zips own clothing									

TOTALS

1=can not do the task

2=does the task with difficulty

3=does the task easily

4=can do advanced tasks

COMMENTS:

are a few to get you started.

Speciman sets of the following instruments are available from:

American Guidance Service
Publisher's Building
Circle Pines, Minnesota 55014

Minnesota Preschool Scale
Peabody Picture Vocabulary Test
Vineland Social Maturity Scale
Preschool Attainment Record
Verbal Language Development Scale
Goldman-Fristoe Test of Articulation
Goldman-Fristoe-Woodcock Auditory Skills Test Battery
Goldman-Fristoe-Woodcock Test of Auditory Discrimination

Speciman sets of the following instruments are available from:

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Assessment of Children's Language Comprehension
School Readiness Survey
California Preschool Social Competancy Scale
Frostig Developmental Test of Visual Perception
Valett Developmental Survey of Basic Learning Abilities
Wechlser Preschool and Primary Scale of Intelligence
Children's Embedded Figures Test
Cain-Levine Social Competancy Scales
Pictures and Patterns: Development of Visual Perception

Getting information about children's attitudes and interests is referred to as the measurement of affect. Although the "success" of a learning program is primarily judged by what children learn, evaluation is also concerned with other factors that influence learning, namely, behaviors that provide clues about a student's attitudes, interests, and values. Such mental-emotional qualities can be difficult to measure, but getting a general fix on a child's affective behavior and responding in appropriate ways, can make a difference in children's educational outlooks. For instance, we want children to like school and be positive about what they are learning. We also want children to feel good about themselves and to have non-prejudicial attitudes towards others. Measuring affective behavior can help you make program decisions about individual learners. Since we can't see "values",

one of the evaluation measures used is an observation checklist, where information about a child's behavior can be easily recorded. Here is a form showing examples of behaviors a teacher may want to pay attention to and later share with parents. Notice that the form places emphasis on recording "appropriate" as well as "inappropriate behaviors."

STUDENT OBSERVATION CHECKLIST

Student_____ Date_____ Observation #_____ Rater_____

F=frequently S=Sometimes N=Never

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Comments/Actions Taken
Listens to and follows teacher's instructions.										
Is prompt in beginning to work on learning tasks and projects.										
Works at tasks independently.										
Shares ideas and information in large-group.										
Listens attentively while others are speaking.										
Speaks so others can hear.										
Is willing to learn and practice new skills.										
Observes routine classroom rules.										
Shows cooperative behavior towards others (takes turns, shares).										
Shows self-control (does not imitate or initiate inappropriate behaviors).										
Treats learning materials with care.										
Accepts responsibility for replacing learning materials.										
Is friendly toward classmates.										
Solves conflicts on own.										
Helps with clean-up when asked to do so.										
Takes care of toilet needs without assistance.										
Snaps, buttons, zips own clothing.										
TOTALS										

Scoring used for month to month comparisons: F=2 points, S=1 point, N=0 points

OTHER COMMENTS:

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Keeping Program Records

Keeping track of the program's activities is closely tied to assessing student changes. Like student assessment, program records may be required by agencies as a condition for funding. A primary purpose of documenting what happens in your preschool is to help substantiate the "worth" of your program. This means being able to say how effective the learning activities have been for students, and having the backup data to verify your claim. Without a fairly complete record of your services, there is no clear way of knowing if the activities were instrumental in promoting student learning, or if failure to show improvement was because the activities were not implemented according to the original plan.

Another reason for monitoring program activities is to keep tabs on what is actually happening from week to week. This can help you periodically make adjustments to keep the program "on track" or to alter some features that don't seem to be producing the results you want. Documenting program activities might also lead you to discover some unanticipated effects of the program that you may decide to adopt as part of the overall design.

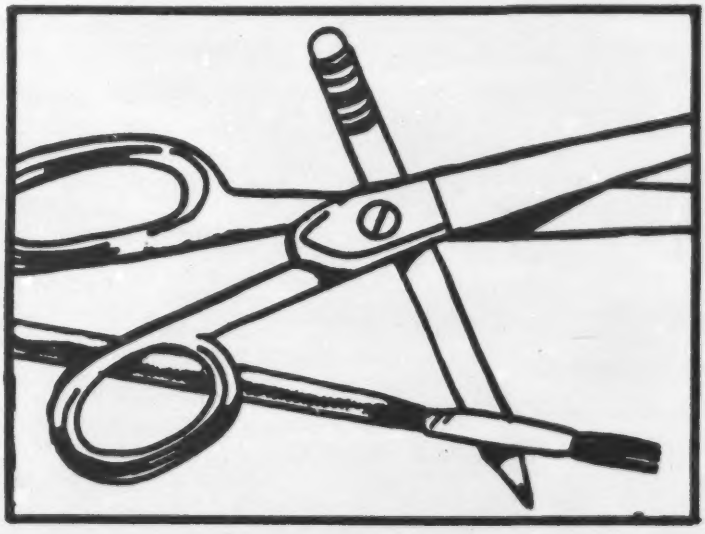
Documenting program activities need not be a complicated procedure. It is far easier to keep records current than to go back and try to reconstruct what happened at the end of the school year. Setting up a record-keeping system is the first step. Much of what you can "plug into" such a system has all ready been outlined in other sections of this manual. Records provide you with a "paper trail" of what has actually been implemented during the school year and give you a means to describe your preschool activities.

Records regularly kept on file at the Daybreak Star Preschool include:

Application Forms
Parent Permission Forms
Immunization Records
School Transportation Schedule

Legal Documents (van licenses, insurance policies)
Daily Attendance Records
Lesson Plans
Examples of Student Worksheets
Classroom Aide Schedule
Classroom Visitations by Community Resource People
Weekly "Take-Home" Exercises
Descriptions of Special Events
Field Trip Roster
Student Observation Checklists (affective measurements)
Student Preacademic Test Scores (pre-and posttests)
Parent's Program Evaluation Forms
Conference Schedule with Parents
Referrals to other Community Agencies
In-House Memos

Notice that much of this information is collected as a matter of course, either on a one-time only basis (e.g., immunization records) or as activities occur and are recorded (e.g., attendance, home-lesson exercises). Once the data are recorded, it is useful to devise data summary sheets so that the information can be condensed into a single source, making it easy to extract what you may need for reporting purposes.



Sponsoring Special Events for Preschoolers and their Families

The importance of preschool activities that involve both students and their parents has been discussed in other sections of this manual. Special events held during the school year serve several purposes. One purpose is to bring children, parents, and staff together in an atmosphere where children are the "main attraction." In doing so, the distinctive place the child occupies in the family circle is recognized and supported. A second purpose is to provide opportunities for family members, in addition to parents, to take part in the student's school experience. At the Daybreak Star Preschool, members of the extended family--grandparents, aunts, uncles, cousins--are invited and encouraged to attend these occasions. A third reason for holding special events is to provide a relaxed setting for staff and families to become better acquainted. This, in turn, can lead to a fuller understanding of how best to work with individual students.

The following brief descriptions of special activities sponsored by the Daybreak Star Preschool staff are presented as examples of what you might do.

- The Grandparents' Dinner has become an annual event. It is a time when the special relationship between elders and children is given recognition.

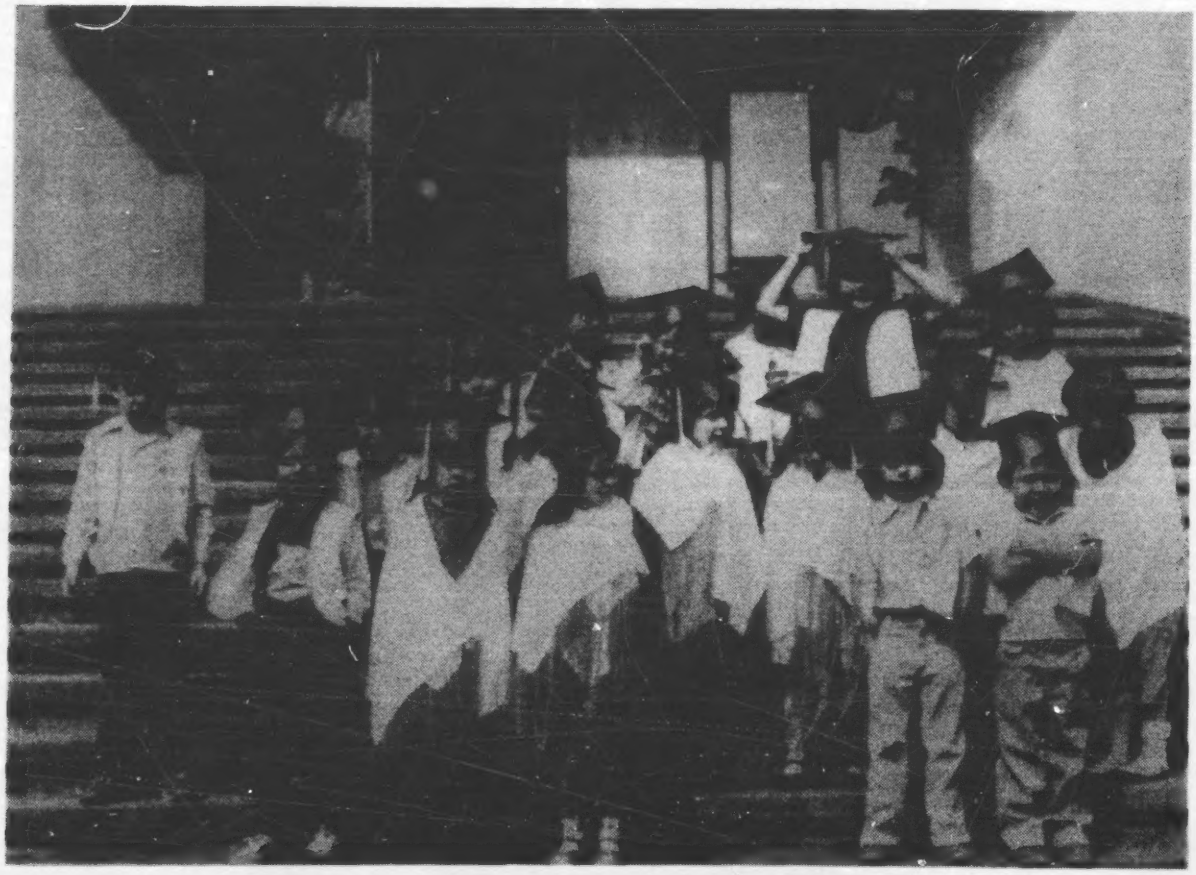
- Holiday parties often are community gatherings, where a general invitation is extended to Indian families and elders' groups in the Seattle area. These celebrations include:
  - *a costume party and carnival for Halloween
  - *a visit from Santa Claus at Christmas time
  - *an egg hunt on Easter

- Less elaborate get-togethers can be held once a month to celebrate preschool students' birthdays. Organizing a potluck supper is a way of sharing the responsibility of providing refreshments.

- National Indian Day is a particularly appropriate time to acknowledge and share Native American histories and

traditions. A program focussing on art, legends, and other forms of cultural expression can be organized for the benefit of students and the community.

●Graduation Day at the Daybreak Star Preschool includes the presentation of children's "diplomas", a lunch of salmon cooked in the traditional Northwest Coast manner, and Indian singing and dancing. Prior to graduation, parents meet to sew vests and shawls for their children to wear during the ceremony. Group pictures of the class are taken and a copy given to each family.



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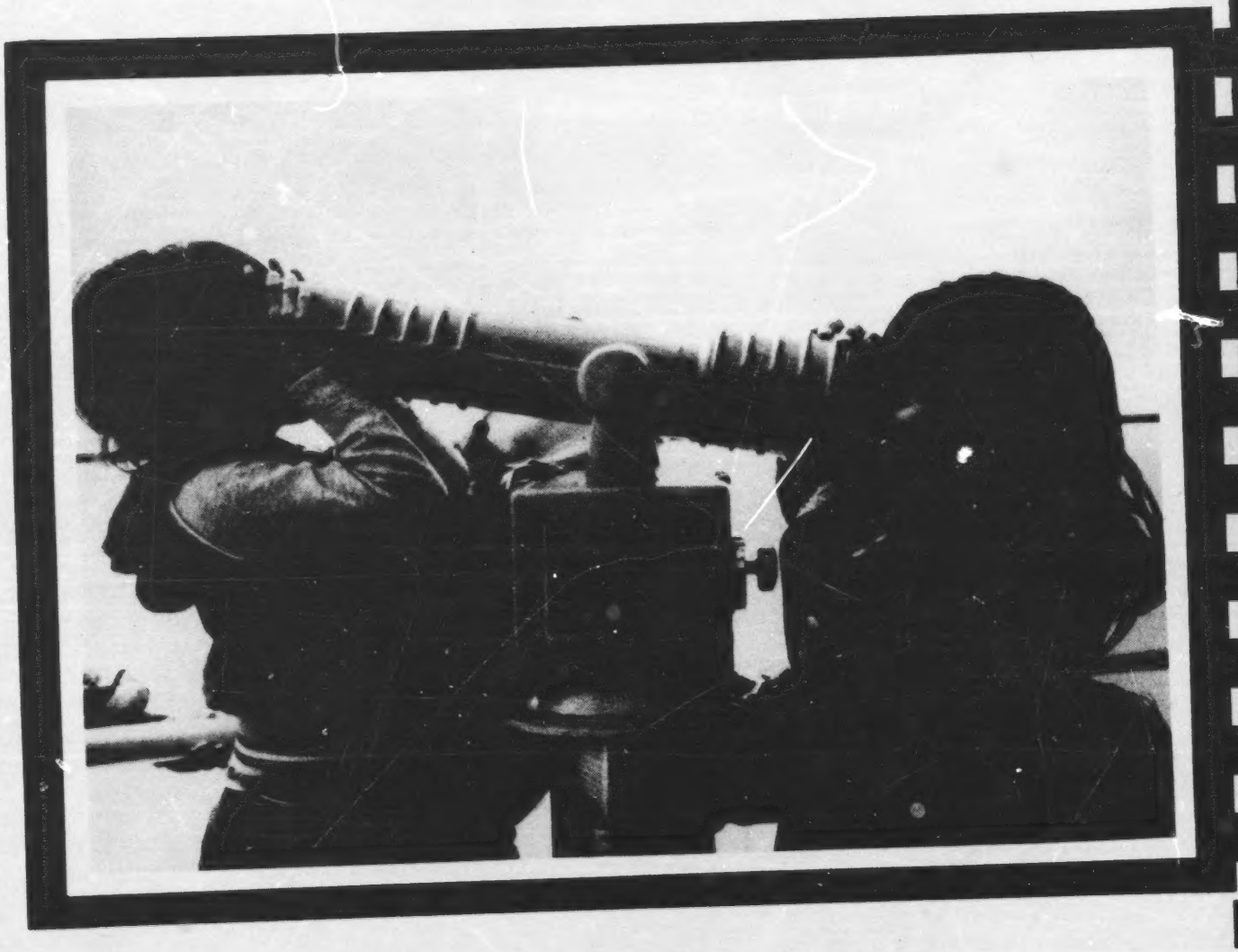

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SECTION 3: USING COMMUNITY SERVICES AND RESOURCES

Identifying Community Resources for Young Children

Seeing the community as an expanded classroom gives teachers many opportunities to supplement and enliven the preschool curriculum. The most ordinary places can take on interesting aspects when they are viewed from new angles. The first step is to analyse the community for its potential as a learning resource. Once you have come up with a list of possible sites, we recommend making advance visits, getting the "lay-of-the-land" to better prepare students for what they will see and do. Here are some field trip suggestions you might consider.

- A zoo or aquarium has a natural appeal for youngsters. Classroom preparation prior to such a field trip might involve learning the names of animals and something about the habits of marine or wildlife.

- Find out if the library in your community sponsors children's programs such as a story hour, movies, or puppet shows. If there is a bookmobile service, see if your classroom could be included as a regular stop.

- Take the class to a park or school playground to exercise on the outdoor equipment.

- Hike and explore nature trails. Talk about the different plants and trees that Indian people used as medicines and foods.

- Call museums to find out if their collections would be of interest to young children. Also, you might ask around to see if there are privately owned antique collections that people are willing to display for the preschool class.

- If there is an historic district in your community, map out a walking tour.

- Tribal centers in your area are excellent resources for

learning about Indian culture and traditions.

- If the circus comes to town, or if there are local parades, plan to work these into the preschool schedule.

- See if your police department has an "Officer Friendly" who can tell children about traffic and personal safety.

- Fire stations are often willing to conduct tours for school groups and provide tips on how to prevent home fires and avoid personal injury.

- Go to a greenhouse or nursery. Start an indoor garden by letting students plant seeds and tend them as they grow.

- Combine a trip to a bakery with a classroom cooking exercise.

- Take a tour of a fish hatchery so children have an idea about the life cycle of fish and how they are harvested for food.

- Farms or dairies offer opportunities for children to better understand how food is produced.

- Pick wild berries and use them in a recipe, or go to an orchard to pick seasonal fruits.

- Schedule a tour of the post office. Have children draw pictures and mail them to family members or friends.

- Train stations and airports are busy places. This kind of field trip can introduce lessons on transportation.

- If your community has a public market, let children select ingredients for a stew or green salad they can prepare for a class lunch.

- Find someone with a pumpkin patch and have children gather several to carve for Halloween.

- A tour of the school bus garage is a good introduction to public transportation modes.

- Taking students to a parent's place of employment is a way of sharing experiences about jobs and work.

Although field trips are appropriate for most any time of

the school year, think about scheduling extracurricular activities during the holiday seasons. Very often there are community programs specifically conducted for young children. Shopping malls, libraries, community centers, tribal centers, colleges or universities in your area are places you might contact for this information. Also, consult your local newspaper for announcements of community events you might attend as a class.

If you're really adventuresome, try an exchange with another preschool group, either as a host site or as a visiting class. You might go across town or to another city. Parent's assistance as organizers and chaperones on these excursions are very helpful, so get them involved in the planning early.

Contributing to community life is another aspect of preschool field trips. Consider having your class visit a nursing home or a hospital, where they can distribute gifts they have made or put on a short program.

Remember, too, that the community can come to you. Developing a file of community resource people, and keeping the list updated, is especially useful when you want to call on someone to to instruct the class in a special area of knowledge.

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Conducting Health Related Activities

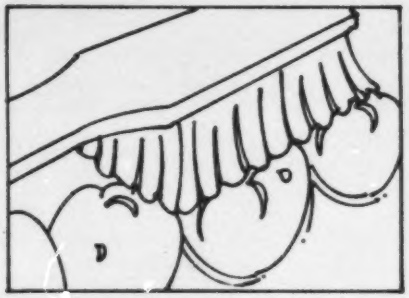
At the preschool level, children are beginning to learn new skills that are largely dependent on their abilities to accurately perceive the world around them. Children with hearing or vision problems are apt to be slowed in their development, and these impairments, if not diagnosed and treated early, can contribute to multiple learning difficulties. At each successive grade, the negative effects become cumulative. Making sure a child has normal vision and hearing before entering school will do much to make learning achievement possible.

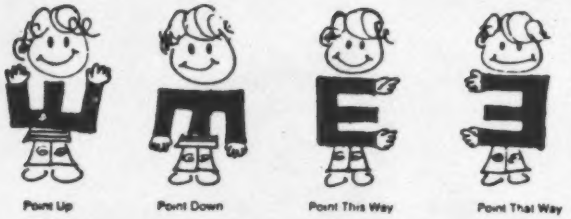
Since preschool teachers may be among the first people who become aware of a child's impaired hearing or sight, it's a good idea to simply incorporate some screening procedures for the whole class at the beginning of the school year. In many communities it may be possible to arrange screening tests at a local public health clinic that offers these services without charge. Another alternative is to contact representatives from organizations that will train your staff to conduct the testing. For example, the Society for the Prevention of Blindness supplies instructions and materials needed for vision screening and arranging follow-up actions or referrals.

Dental care is another health-related service preschool teachers can be instrumental in promoting. Again, see if public health organizations offer free check-ups and diagnostic information for young children. Teachers might also contact the Dental Association to get the names of dental technicians who could visit the classroom on a consultant basis for the purpose of telling children about good oral hygiene. Also, visiting a local dentist's office and having a chance to see the equipment helps to relieve children's anxiety on subsequent visits.

Dental "lessons" at the Daybreak Star Preschool include showing students how to properly brush and floss the teeth as well as discussing foods that contribute to healthy teeth and gums. One method for encouraging children to get into a routine of tooth care is to make brushing and flossing after lunch a

regular practice. Each child should have his/her own toothbrush, toothpaste, and floss which are kept in the classroom for daily use.





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APPENDICES

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Books Available from the

DAYBREAK STAR PRESS

Daybreak Star Preschool Activities Book
A book of patterns for making the American Indian classroom materials used at the Daybreak Star Preschool, including number cards, loto games, puzzles, and lacing cards. The large-sized patterns may be hung on bulletin boards and are excellent for coloring by young children.

Animal People & teacher's guide
A coloring book of the animal people which figure in many Indian legends, dressed in clothing representative of different tribal cultures. The teacher's guide tells a story about how the animal people are on their way to the Huckleberry Feast on the Warm Springs Reservation in Oregon.

The Mamook Book
In Chinook, *mamook* means *to do.* In *The Mamook Book* students learn about past and present Northwest Coast Indian culture through a series of activities: coloring panoramas of a Northwest Coast village and of a contemporary reservation, and depictions of historical and contemporary children; making a mobile; constructing a longhouse and a transformation mask; reading a legend, and playing the Salmon Game.

Sharing Our Worlds
In this photograph documentary, children from three families share their multi-cultural experiences. The children, in addition to being Native American, represent other non-white cultures: Filipino, Samoan, and Hawaiian. The book reinforces the child who may be from more than one cultural background, showing by example that he or she does not have to choose one heritage over another.

O Wakaga
A companion to *The Mamook Book, O Wakaga* teaches about Plains Indian cultures, in particular about Lakota life, through a series of activities parallel to those in *The Mamook Book:* coloring panoramas of a Plains tipi encampment and a contemporary reservation, and depictions of historical and contemporary children; making a mobile; constructing a tipi and a war shield, and reading a legend. The two books can be used together valuably in a comparative study of Indian peoples in these two major geographical areas.

Fisherman On the Puyallup & teacher's guide
A fictional account of a young Puyallup boy, Seeyap, learning to drift fish with his grandfather on the Puyallup River in the City of Tacoma. At first Grandfather and Seeyap do not catch any fish, but by the end of the story they have a boatload of silver salmon. Drawings by Roger Fernandes.

Chief Sealth and His People & teacher's guide
An easy-to-read account of the life of Chief Sealth's people, the Suquamish, on Puget Sound. The book concludes with the coming of white people to the area and the Suquamish on the Port Madison Reservation today. Full page illustrations by Indian Artist Larry George accompany the text.

Suquamish Today & teacher's guide
A documentary on the Suquamish of the Port Madison Reservation, which discusses their lives today and recounts their history. Issues of continuity and change are raised throughout *Suquamish Today.* Photographs prior to 1900 as well as contemporary photographs illustrate the text.

A'una
Physical health is highly valued in Indian societies. In *A'una,* traditional Indian athletic activities and recipes productive of good health are described for your easy participation and use. The entries are favorites from the game and food pages in the *Daybreak Star* monthly reader and include representative selections from Indian peoples in all major geographical areas in the United States.

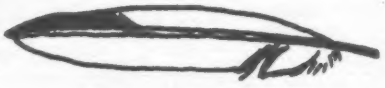
Twana Games
A handbook of games played by the Twana people of the Skokomish Reservation in western Washington, developed by the Skokomish Learning Center, and Twana Culture and Language Program. Included are descriptions of log jumping, the dice game, the disk game, hidden ball, the bone game, the rabbit dance, archery, hair wrestling, push pole, the laughing game, and many others. Illustrations by Ron Hilbert.

Daybreak Star Press
United Indians of All Tribes Foundation
Daybreak Star Cultural-Educational Center
Discovery Park
P.O. Box 99253
Seattle, WA 98199
(206) 285-4425

Learning Materials for Young Children

Title	Author & Publisher	Tribe
The Ring in the Prairie	John Bierhorst The Dial Press, 1970	Shawnee
The Legend of Scarface	Robert San Souci Doubleday & Company, Inc. 1977	Blackfeet
Arrow to the Sun	Gerald DcDermott Puffin Books, 1977	Pueblo
David, Young Chief of the Quileutes	Ruth Kirk Harcourt, Brace & World, Inc. 1967	Quileute
On Mother's Lap	Ann H. Scott McGraw-Hill Book Company 1972	Eskimo
The Gift of the Sacred Dog	Paul Goble Bradbury Press, 1980	Great Plains
The Loon's Necklace	William Toye Oxford University Press, 1977	Canada
Earth Namer	Margery Berstein & Janet Kobrin Charles Scribner's Sons, 1974	Maidu Indians of Northern California
Pushapmi Stories (Grandfather's Stories)	Violet Rau & Nathan Olney, Jr. Yakima Indian Nation Toppenish, Washington, 1975	Yakima
Annie and the Old One	Miska Miles Little, Brown & Company, 1971	Navajo
A Mishomis Book (series of 5 coloring books)	Edward Benton Banai Indian Country Press St. Paul Minnesota,	Ojibway
Echogee, the Little Blue Deer	Acee Blue Eagle Palmco Investment Corp. Dallas, Texas, 1971	Pawnee-Creek
Dog Story	Oren Lyons Holiday House, 1973	Onondaga

Full Moons	Lillian Budd 1971	General
Art of the North American Indian (art and its role in tribal life)	Shirley Glubok Harper Row, 1964	General
Turquoise Horse	Flora Hood G.P. Putnam's Sons	General
Raven: Creator of the World	Ronald Malzaek	
Three Stone Woman	Glo Coalson Athenum, 1971	Eskimo
The Trees Stand Shining	Hettie Jones	General
Winter Telling Stories	A. L. Marriott Thomas Y. Crowell Co. 1947	Kiowa
Cherokee Animal Tales	George Scheer Holiday House, 1968	Cherokee
Inatuh's Friend	Suzanne Stork Marrow Little, Brown & Co., 1968	Eskimo
A Dog Team for Ongluk	Terry Shannon	Eskimo
Hop-High, the Goat	Laura Bannon Bobbs-Merrill Co., 1960	Navajo
When the Moon is New	Laura Bannon Albert Whitman & Co. 1953	Seminole
This for That	Ann Nolan Clark Golden Gate Jr. Books 1965	Papago
Chipmunk in the Forest	Eleanor Clymer Athenum, 1965	Northeast Woodland
Something for the Medicine Man	Flora Hood Melmont Press, 1962	Cherokee
Salt Boy	Mary Perrine Houghton Mifflin Co. 1968	no tribe
Maria Tallchief	Tobi Tobias Thomas Y. Crowell, Co. New York, 1970	no tribe



Games of the American Indian (resource text)	Gordon C. Baldwin Grosset & Dunlap, Inc. New York, 1969	General
Indian Games and Crafts (resource text)	Robert Hofsinde William Morrow & Co. New York, 1957	General
American Indian Music for the Classroom (resource text)	Louis W. Ballard Canyon Records Phoenix, Arizona	General

DAYBREAK STAR PRESCHOOL

PARENT RELEASE FORM

Student's Name_____

Name of Parent or Guardian_____

Address_____
Street or P.O. Box Zip

Home Phone_____ Work Phone_____

Emergency Phone_____

I give_____ permission to participate in any activities related to the Daybreak Star Preschool Program, including activities away from the Daybreak Star Indian Center.

I hereby release United Indians of All Tribes Foundation from any and all liability for injury _____ may sustain while participating in any supervised preschool activity. I agree that I will hold United Indians of All Tribes Foundation harmless and indemnify them in case of any judgement for injury received by _____ while on said activity.

I further give the Daybreak Star Preschool staff permission to seek any emergency medical care for _____ at my expense. I understand that I will be notified as soon as possible of any emergency.

I understand that anything produced during the activity, including photographs and tapes, are the property of United Indians of All Tribes Foundation.

Description of Activity:

_____
Signature of Parent or Guardian Date Signed

_____
Signature of Daybreak Star Preschool Director Date Signed

DAYBREAK STAR PRESCHOOL

APPLICATION FOR STUDENT ENROLLMENT

Date of Application_____

Name of Child_____ Sex_____

Date of Birth_____ Tribe_____

Name of Parent/Guardian_____

Address_____City_____Zip_____

Home Phone_____ Work Phone_____

Does transportation for your child need to be provided by the preschool program? _____no _____yes

If yes, where will the child be picked up? Name_____

Address_____

Phone_____

Where will the child be dropped off? Name_____

Address_____

Phone_____

Who should be contacted in case of emergency? Name_____

Address_____

Phone_____

Alternate person(s) to contact if the person named above can not be reached:

(1)_____ Phone_____

(2)_____ Phone_____

Authorized person(s) your child can be released to:

Name_____ Phone_____

Name_____ Phone_____

Page 1 of preschool application

Special Information about your child:

Allergies_____

Medical_____

Physical_____

Other_____

Does your child take any prescription drugs on a regular basis?

_____no

_____yes Drug:_____ For treatment of:_____

_____

_____

Please return completed application to:

Daybreak Star Preschool Program
P. O. Box 99253
Seattle, Washington 98199
ATTN: Preschool Director

DAYBREAK STAR PRESCHOOL

PARENT PARTICIPATION CONTRACT

Student's Name_____

Name of Parent or Guardian_____

I understand that my participation in the Daybreak Star Preschool is intended to enrich my child's learning experiences. I agree to support preschool activities by contributing my time to the program in the following ways:

Taking part in classroom instruction and other activities once a month as a Teacher's Aide

Attending scheduled parent meetings, workshops, and special events.

_____

Signature of Parent/Guardian DATE

SAMPLE PARENT QUESTIONNAIRE

Dear Parents,

The preschool staff is interested in getting your student off to a good start this school year. Knowing something about each child and ways we can include parents in the preschool program will help us plan appropriate classroom activities. Please assist us by answering the following questions. We also want to remind parents that the staff welcomes ideas and suggestions at any time, so don't hesitate to contact us.

What kinds of learning skills do you feel your child should develop this year to help prepare them for kindergarten?

Along with these basic skills, what other behaviors do you feel the preschool staff can help your child develop as part of the classroom experience?

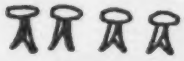
Does your child seem to learn some things easily but have a more difficult time with other concepts or skills? If so, describe briefly.

Parents have lots of special skills and knowledge to share with youngsters. Would you be willing to lead an activity for the preschool class sometime during the school year? If so, what kind of activity would you like to plan?

Child's Name_____

what you need to make the graduation cap

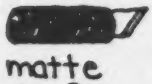
black tagboard



round head paper fasteners

adhesive tape

scissors



matte knife

fringe

Stapler

instructions:

Cut the tagboard into 8 3/4" squares and punch a small hole in the center of each square.

Make the tassel by folding several lengths of fringe over a larger loop and tape the strands in place.

Insert the paper fastener through the hole in the cap. On the underside, put adhesive tape over the sharp edges of the fastener. Hang the tassel from the exposed head of the paper fastener.

Using the pattern shown, cut <u>two</u> pieces for each cap band.

To assemble the cap band, overlap the pieces as shown and staple them securely. Next, measure the child's head and adjust the band to fit snugly. Mark with a pencil where the two ends come together and staple.

Fold the tabs toward the center of the cap band. Tape the tabs to the underside of the mortarboard.

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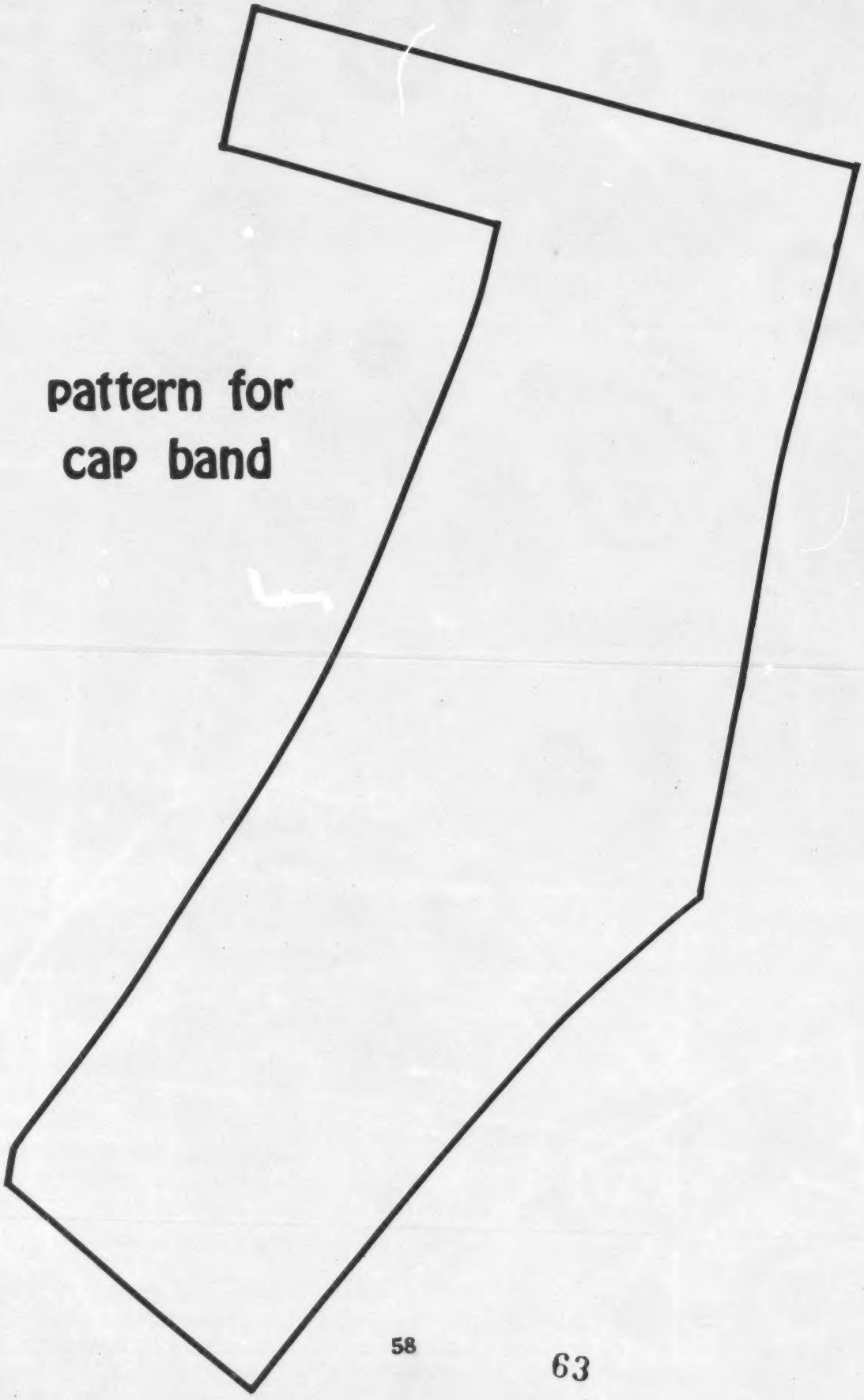
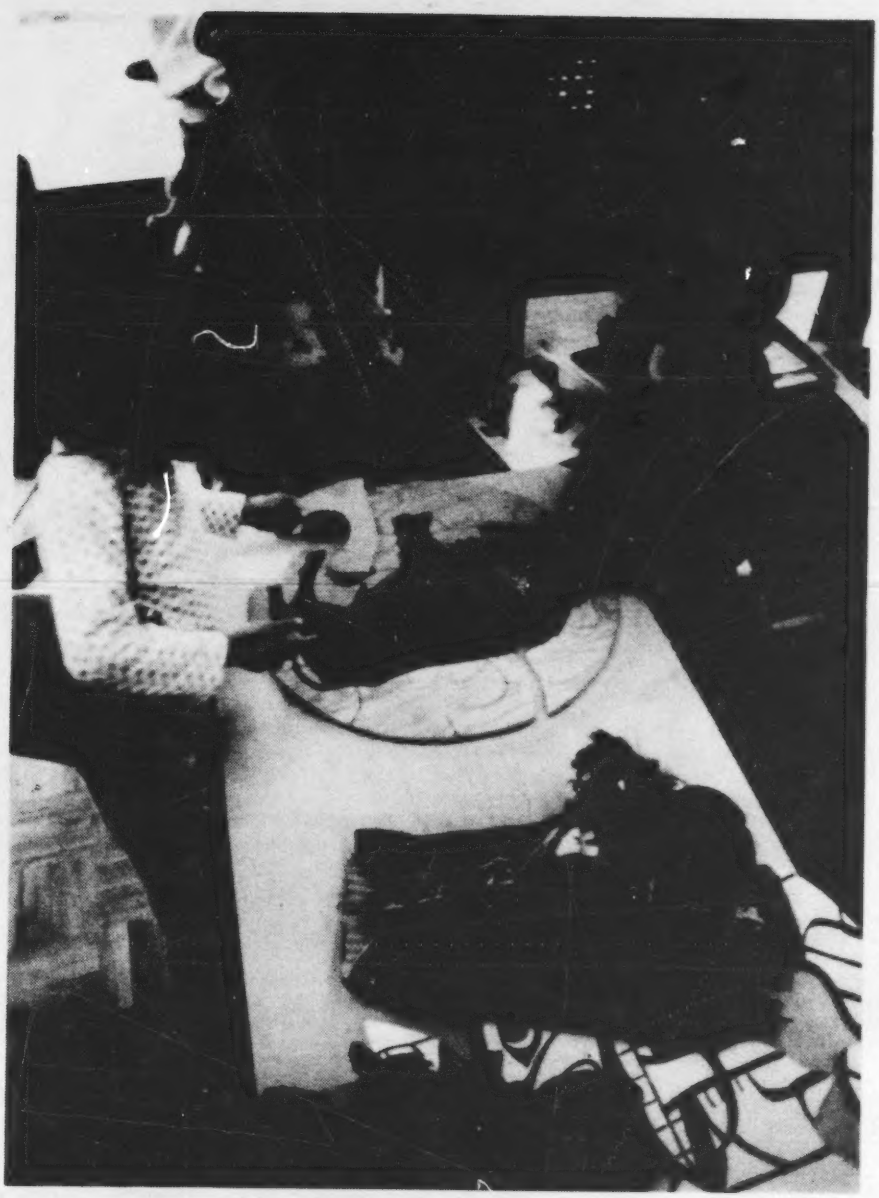
pattern for
cap band





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